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ABSTRACT

Recent research confirms that college campuses continue to have significant alcohol and other drug-use problems. Although the vast majority of college students are under the legal drinking age of 21, alcohol is the drug that causes the most problems. Studies conducted on college campuses suggest a strong relationship between alcohol and other drug use and a variety of negative consequences for students. These include poor academic performance, accidental injuries and deaths, fighting, unplanned sexual activity, property damage, and trouble with campus or local police. In response to growing awareness of and concern about this problem, institutions of higher education are implementing policies and programs in an attempt to curb alcohol and other drug use and the associated negative consequences. The environmental management approach being used recognizes that student behavior is influenced at multiple levels: personal, peer, institutional, community, and public policy. This booklet includes examples of strategies many colleges and universities are implementing that can have a positive influence on the campus culture regarding alcohol and other drug use. Some of these strategies include: forming partnerships with local communities to ensure alcohol is not served to minors or intoxicated students; strengthening academic requirements; keeping the library and recreational facilities open longer hours; and providing a wide range of alcohol-free social and recreational activities. A description is provided of model programs from 13 colleges across the country. (ADT)

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Alcohol and Other Drug Prevention on College Campuses

MODEL PROGRAMS
1999 AND 2000

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Alcohol and Other Drug Prevention on College Campuses

MODEL PROGRAMS
1999 AND 2000

U.S. Department of Education
Safe and Drug-Free Schools Program

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Why Be Concerned?

College can and should be an exciting, enriching experience. To help ensure that it will be, students and their parents will want to choose a college that fosters students' academic and social development and promotes campus and community safety.

One critical element to consider is the alcohol and other drug culture of a campus. Far too often, alcohol and other drug use results in tragedy. Deaths from alcohol poisoning and from alcohol-related incidents have occurred on all types of campuses in recent years—elite schools and lesser-known institutions; large schools and small ones; urban, small town, and rural schools. In addition, alcohol and other drug use is a factor in the majority of accidents, injuries, vandalism, and crime on college campuses and is frequently a key factor when students encounter problems with their course work.

Although the majority of college students avoid the unsafe use of alcohol and other drugs, they are still likely to suffer the consequences of the high-risk behaviors of their peers. Students who engage in high-risk drinking and other drug use are not just harming themselves but also those around them, and not just occasionally, but with truly disturbing frequency.

By becoming informed about alcohol and other drug prevention efforts on college campuses, prospective college students can increase the likelihood that they will avoid alcohol- and other drug-related problems and have their dreams and expectations for college met.

The Scope of the Problem

Recent research confirms that college campuses continue to have significant alcohol and other drug-use problems. Although the vast majority of college students are under the legal drinking age of 21, alcohol is the drug that causes the most problems. Of all U.S. college students, approximately 43 percent have engaged in high-risk drinking and about 20 percent do so frequently. The rates vary considerably on different campuses.

Surveys conducted at colleges and universities across the country indicate the percentage of students who used various other drugs within the past year: marijuana (32.3 percent); amphetamines (6.5 percent); hallucinogens (7.5 percent); cocaine (3.7 percent); and designer drugs (3.6 percent). Such illicit drugs have been factors in many tragedies, including date rape crimes, hospitalizations for overdoses, and deaths.

Studies conducted on college campuses suggest a strong relationship between alcohol and other drug use and a variety of negative consequences for students. These include poor academic performance, accidental injuries and deaths, fighting, unplanned sexual activity, property damage, and trouble with campus or local police.

It is not only those who engage in high-risk drinking or other drug use who are affected. Students who abstain, or who drink legally and moderately, frequently suffer secondhand effects from the behavior of other students who drink too much. Even though the majority of college students are not high-risk drinkers and one-fifth abstain from all alcohol use, more than three-quarters of the students living in residence halls, fraternities, or sororities report that they have experienced at least one secondhand effect due to another student's drinking.

COLLEGE STUDENTS ENCOUNTER PROBLEMS WHEN OTHERS DRINK TOO MUCH

60.5 %	had study or sleep interrupted
53.6 %	had to take care of a drunken student
29.3 %	had been insulted or humiliated
20.1 %	experienced an unwanted sexual advance (women)
18.6 %	had a serious argument or quarrel
13.6 %	had property damaged
9.5 %	had been pushed, hit, or assaulted
1.3 %	had been a victim of sexual assault or date rape (women)

Source: "College Binge Drinking in the 1990s: A Continuing Problem. Results of the Harvard School of Public Health 1999 College Alcohol Study." *Journal of American College Health*, 48 (March 2000): 208.

What Colleges Are Doing to Address Alcohol and Other Drug Problems

In response to growing awareness of and concern about alcohol and other drug problems, institutions of higher education are implementing policies and programs in an attempt to curb alcohol and other drug use and its associated negative consequences. Momentum is now building for comprehensive prevention approaches that combine traditional educational programs with strategies aimed at changing the physical, social, legal, and economic environment on campus and in surrounding communities. This environmental management approach recognizes that student behavior is influenced at multiple levels: personal, peer, institutional, community, and public policy.

In other words, it is not enough for a college to distribute its alcohol and other drug policy printed in the back of a handbook, host a one-day alcohol awareness program, offer counseling programs for those who seek them, and expect the problem to go away. Instead, college presidents need to exert leadership. They need to bring together faculty, administrators, staff, students, parents, alumni, and local community members to develop and implement strong, effective policies and programs. The goals of these efforts must be to decrease the availability of alcohol, increase the number and variety of alcohol-free social activities for students, and create a climate that discourages high-risk drinking and empowers students who abstain or drink legally and moderately.

Programs and Policies That Make a Difference

The following are examples of the strategies many colleges and universities are implementing that can have a positive influence on the campus culture regarding alcohol and other drug use:

- Forming partnerships with local communities to ensure that alcohol is not served to minors or to intoxicated students;
- Strengthening academic requirements;
- Scheduling classes on Fridays (This strategy emphasizes the importance of academics and discourages the alcohol-fueled partying that may occur on Thursday nights if students do not need to attend classes on Fridays);
- Keeping the library and recreational facilities open longer hours;

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- Eliminating alcohol-industry support for athletics programs (Accepting such funding can be seen as sending a mixed message to students);
- Restricting alcohol promotions and advertising on campus and in campus publications, especially promotions or ads that feature low-cost drinks;
- Monitoring fraternities to ensure compliance with alcohol policies and laws;
- Providing a wide range of alcohol-free social and recreational activities;
- Disciplining repeat offenders and those who engage in unacceptable behavior associated with substance use;
- Notifying parents when students engage in serious or repeated violations of alcohol or other drug policies or laws; and
- Launching a media campaign to inform students about the actual amount of drinking that occurs on campus, since most students overestimate the number of their classmates who drink, and the amount that they drink.

Campuses with Award-Winning Programs

In response to recent alcohol-related tragedies and to ongoing concern about unacceptable levels of alcohol and other drug use on college campuses, Congress authorized the U.S. Department of Education to identify and promote effective campus-based prevention programs.

Through grant competitions held in 1999 and again in 2000, 13 institutions of higher learning were designated as having model programs. Each campus received an award to maintain, improve, or further evaluate its alcohol and other drug prevention efforts, and to disseminate information to other campuses where the programs might be replicated.

To be given an award under this program, a campus was required to describe an innovative program or policy that was integrated into an overall comprehensive alcohol and other drug prevention effort. The institution also had to provide evidence that the innovative program or policy was effective in reducing the problems resulting from alcohol or other drug use. The award-winning programs and policies are described in the pages that follow.

The particular programs described in this report have been recognized as effective alcohol and other drug prevention efforts. However, the U.S. Department of Education does not intend to imply that alcohol and other drug use or related problems at these institutions are any more or less pervasive than at other campuses.

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Bowling Green State University

BOWLING GREEN, OHIO

BGSU Peer-Based Misperception Program

Project Director: Terry L. Rentner, Ph.D.

Bowling Green State University's program was designed to change student attitudes, behaviors, and the campus social environment. Surveys were conducted to determine differences between the realities of student drinking and the perceived or imagined values and behaviors of students regarding drinking. The results indicated that students typically believe that their peers drink much more than they actually do. These results were presented in focus groups where students were encouraged to discuss the misperceptions and their influence on campus culture. Group members were also asked what types of prevention messages they would respond to and what kind of campus programs would be appealing. An "I Don't Drink as Much as You Think" campaign was launched using creative mass media and interpersonal appeals to change student misperceptions of their peers' drinking habits. The combination of small group surveys and focus group discussions was again implemented the following year, this time targeted to high-risk groups such as fraternities and sororities, athletics teams, and first-year residents. Data indicate that the gaps between the perceived drinking norms and the actual norms are being corrected. In addition, the rate of excessive drinking among students decreased by 2.5 percent, 4 percent fewer students experienced pressure to drink, and 4 percent fewer students heard others bragging about their drinking.

Hobart and William Smith Colleges

GENEVA, NEW YORK

The HWS Alcohol Education Project: A Model Prevention Program

Project Directors: H. Wesley Perkins, Ph.D. and David Craig, Ph.D.

Hobart and William Smith Colleges' program initiated a comprehensive campaign to reduce harmful, exaggerated misperceptions about how much drinking occurs among students and to reduce actual alcohol abuse. The project involved the development of innovative social marketing strategies as well as new strategies for teaching about alcohol, other drugs, and violence in the academic curriculum. Major activities included:

- a print and poster mass-media campaign, based on local student survey data, to reduce drinking myths;
- an interdisciplinary course on alcohol abuse;
- an electronic multimedia campaign that brought the content of both the print media and the interdisciplinary course to computers across campus and to the World Wide Web (www.hws.edu/alcohol); and
- a faculty and student-teacher training initiative for infusing alcohol and other drug information into the curriculum across academic programs and for community coalition building.

Along with substantial reductions in student misperceptions of peer drinking habits, follow-up program assessments have demonstrated a 21 percent reduction in actual frequent heavy drinking. During this same period, students reported a 31 percent reduction in missed classes, a 36 percent reduction in property damage, and a 40 percent reduction in unprotected sex due to drinking.

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Rutgers University

PISCATAWAY, NEW JERSEY

RU SURE?: A Dangerous Drinking Prevention Program

Project Directors: Linda C. Lederman, Ph.D. and Lea P. Stewart, Ph.D.

Rutgers University utilizes a five-pronged approach of prevention, education, intervention, treatment, and enforcement to address the issue of dangerous drinking on campus. A key component of their multi-faceted approach is CHI, the Communication and Health Issues Research Partnership for Education and Research. CHI created the RU SURE? campaign which aims to decrease dangerous drinking among first-year students by reducing their misperceptions of dangerous drinking as a campus norm. The research-driven campaign is based on Lederman and Stewart's Socially Situated Experiential Learning Model. The RU SURE? campaign includes a media campaign; a curriculum infusion plan; peer-led, hands-on learning activities in first-year residence halls; collaboration among faculty, health professionals, and students; and a community coalition. Through focus group interviews, individual interviews, and Website feedback, campaign evaluation yielded positive results. The percentage of students who could accurately report the percentage of students who do not drink dangerously rose from 17 percent to 55 percent. Students in the curriculum-infusion component reduced their typical number of drinks consumed per occasion from a mean of 4.5 to 3.7. Also, the number of reported incidents of assaults, disorderly conduct, harassment, and vandalism decreased in first-year residence halls.

Syracuse University

SYRACUSE, NEW YORK

Twelve-Point Plan for Substance Abuse Prevention and Health Enhancement: Achieving Culture Shift through Shared Governance

Project Director: Anastasia L. Urtz, J.D.

Consistent enforcement of underage drinking laws and university policies has been critical to the initial success of Syracuse University's Twelve Point Plan—a comprehensive approach to alcohol and other drug prevention. The university has worked with state and local officials, a campus-community coalition (including tavern owners, other local colleges, health professionals, and neighborhood residents), students, parents, faculty, and staff to:

- restructure the university judicial system to achieve swift adjudication, student education, and resource referral;
- create standard progressive sanctions for substance abuse-related policy violations, thereby providing advance notice of the consequences of misconduct;
- implement an enhanced parental notification policy;
- design a Neighborhood Patrol Initiative to address underage drinking and other off-campus quality of life issues; and
- report to state and local authorities incidents of unlawful distribution of alcohol to minors or intoxicated persons by licensed establishments.

The results of these efforts between the first and last quarters of the 1999-2000 academic year have been reductions in alcohol-related misconduct (412 cases down to 48 cases); off-campus student arrests and referrals for discipline (50 cases down to 3 cases); and emergency medical transports for severe intoxication (20 cases down to 2 cases). Also, student attendance at alcohol-free social options such as a Late Night at the Gym program, a campus dance club, and a campus coffee house has increased significantly.

The Pennsylvania State University

UNIVERSITY PARK, PENNSYLVANIA

Assessing Alcohol-Free Alternative Activities: The Late Night-Penn State Program

Project Director: Dolores W. Maney, Ph.D.

The Pennsylvania State University's alcohol-free "Late Night-Penn State" is an alternative-activity program offering students multiple forms of free entertainment as a means of curbing high-risk drinking.

The goals of the program include:

- delivering quality entertainment;
- providing a variety of alcohol-free programs that meet the interests of a diverse student body;
- encouraging student involvement in designing and implementing programs; and
- increasing awareness of the program.

Events are offered during prime-time social hours (9 p.m. to 2 a.m.) on 16 weekends each semester. Programs are held at the on-campus student union building and include free movies, ballroom/swing dancing, music, comedy, traditional board games, video games, and magic shows. A majority (71 percent) of students who attended Late Night-Penn State events reported that participation in this program resulted in less drinking for themselves and for other students.

University at Albany, State University of New York

ALBANY, NEW YORK

Middle Earth Peer Assistance Program

Project Directors: Maria Dolores Cimini, Ph.D. and Danny A. Trujillo, Ph.D.

In existence for thirty years, the University at Albany's peer assistance center has focused on peer counseling and education in its alcohol and other drug prevention efforts. As part of the counseling center, Middle Earth has continually evolved to incorporate new information and strategies to effect positive change. In 1970, it launched one of the first hotlines of its kind, an anonymous information and referral option for students. During the 1999-2000 year, the hotline received over 1,600 calls, with alcohol and other drug concerns being one of the three primary issues raised by callers. In 1983, the center began to conduct traditional peer education workshops for students on alcohol and other drugs. Today, one of the strongest and most visible aspects of the program is an improvisational theater group, the Middle Earth Players. Their presentations involve the audience in generating solutions to conflict situations around alcohol and other drugs. Since 1998, this theatrical program has been presented to all new students during orientation. Students who join the Middle Earth program as peer educators report significantly lower rates of alcohol and other drug use as compared to the whole campus community. Also, research involving 2,300 new University at Albany students who attended Middle Earth Players' presentations indicated reported reductions in drinking rates when measured at three-month follow-up.

University of Arizona

TUCSON, ARIZONA

Social Norms and Environmental Management Model Alcohol Prevention Program

Project Director: Koreen Johannessen, M.S.W.

The University of Arizona's program has demonstrated the effectiveness of a two-pronged alcohol abuse prevention program that reduced heavy drinking by 29 percent in a three-year period. The program also significantly reduced the incidence of negative consequences of heavy and high-risk drinking among college students. The social norms approach—the first prong—based on the knowledge that students overestimate alcohol use among their peers, exposed the difference between actual and perceived drinking norms. Through a newspaper and poster ad campaign and through working with policymakers and community groups, information on actual norms was broadcast campuswide. Environmental management—the second prong—identified specific policy and enforcement changes needed around drinking. Student leaders and administrators worked closely with campus health, campus and community police, and student and community affairs offices on shared issues of campus and community safety. Targets for action included large campus celebrations such as Homecoming, Fraternity Bid Night, and fraternity and sorority parties. Early in the semester, emphasis was placed on consistent enforcement of policies and laws related to underage drinking; type, amount, and service of food and alcohol at parties and large events; elimination of open parties; dramatic reduction in access to alcohol during athletics events; and elimination of alcohol-industry sponsorship campuswide. Specific activities encouraged safer neighborhoods, good-neighbor policies and community partnerships to reduce underage access to alcohol in the community.

University of Missouri–Columbia

COLUMBIA, MISSOURI

Alcohol Summit

Project Director: Kim Dude, M.Ed.

The University of Missouri–Columbia's program involves the Alcohol Summit, a coalition that is creating major change on the campus and in the community. The university's chancellor appointed this blue-ribbon task force to address the problems occurring as a result of alcohol and drug use on campus. Task force members represented student organizations, faculty, and staff from campus police, the judicial office, health services, athletics, alumni relations, and admissions. Also included were community leaders such as the mayor, high school counselors, city police, local bar owners, and deans of two local colleges. After months of study, Alcohol Summit members concluded that the campus and community environment needed to be changed through an integrated approach that would include programs, policies, and public education campaigns. Positive changes have been brought about by:

- increasing the enforcement of existing policies;
- instituting new policies;
- changing the campus judicial process;
- increasing faculty and staff training;
- creating media campaigns that address social norms;
- training student leaders;
- providing early intervention strategies and services;
- creating alcohol-free social events; and
- limiting access to alcohol.

Preliminary program outcomes include a 7 percent reduction in the excessive drinking rate among freshmen, reductions in driving-while-intoxicated (DWI) incidents on campus, and a decrease in the number of alcohol violations in the residence halls.

University of Northern Colorado

GREELEY, COLORADO

The UNC Underage Drinking Enforcement Program

Project Director: Ann Quinn-Zobeck, Ph.D.

The University of Northern Colorado's program uses a campus and community coalition to coordinate local ordinances, enforcement efforts, and educational programs to provide the consistent message to students and the community that underage drinking is not acceptable. A significant part of the university's comprehensive program is a cooperative effort between the UNC Drug Prevention/Education Program and campus and local law enforcement agencies to enforce underage drinking laws. Offenders are charged under a municipal ordinance, which means that cases are heard by a local judge who takes them seriously and handles them in a timely fashion, requiring violators to pay fines, attend education classes, and perform community service. During summer orientation, incoming students are informed of the enforcement of underage drinking laws and policies and the consequences for violations. As students arrive on campus, door hangers in residence halls remind them of alcohol laws and policies and also list alcohol-free events on campus. During the early weeks of fall semester, teams of local and campus police patrol the off-campus neighborhoods where students live. When they encounter a party where alcohol is being served to minors, they stop the party and cite the host. After these policies were implemented, an on-campus survey indicated a 12 percent decrease in the incidence of heavy alcohol use and a 33 percent reduction in the percentage of students driving after drinking.

University of Pennsylvania

PHILADELPHIA, PENNSYLVANIA

Comprehensive Alcohol and Other Drug Model Program

Project Directors: Max King, Ph.D. and Stephanie Ives, M.A.

The University of Pennsylvania has consistently worked to fight alcohol and other drug abuse on campus. In 1990, the university developed an alcohol and other drug prevention task force to begin the solution process. The university undertook a social norms approach in 1995. Three years later, the president convened a Special Committee on Alcohol Abuse. By the spring of 1999 the university decided to consolidate the goals, objectives, and activities of a variety of campus stakeholders into a comprehensive alcohol and other drug prevention program through the Working Group on Alcohol Abuse (WGAA). This group devised five goals to support cultural change:

- increasing and improving alcohol and other drug education;
- ensuring an environment supportive of low-risk alcohol use and abstaining behaviors;
- ensuring individual and group responsibility relating to alcohol-associated behaviors and consequences;
- minimizing individual, group, and community risk associated with substance use; and
- expanding opportunities for students to socialize without alcohol.

With the visible and vocal leadership of the president and provost, the WGAA has made considerable progress. In the spring of 2000, 33 percent of students responding to an online survey reported engaging in binge drinking in the previous two weeks. This is a significant decrease from the 49 percent binge drinking rate among Penn students reported in the 1993 and 1997 College Alcohol Study surveys conducted by the Harvard School of Public Health.

Utah State University

LOGAN, UTAH

The Judicial System Model

Project Director: JoAnn Autry, M.S.W.

Utah State University's program consists of a coordinated prevention program and judicial process for students who violate the student code related to alcohol and other drugs. Participating in the referral of student violators are campus departments—including housing, athletics, and university police—as well as faculty and staff, and the city courts. Student violators participate in a six-week, peer-led group that includes self-assessment, self-discovery, self-monitoring, and self-management exercises; behavioral skills training; content-oriented alcohol and other drug education; relationship building; and hands-on activities. The purpose of the group is to reduce the likelihood of the student being involved in violating the university's alcohol or other drug policy in the future. An important component of the sessions is information to correct students' misperceptions of the extent of alcohol use by their peers and of how their peers regard heavy drinking behavior. Of 364 students who participated in the program over a seven-year period, only six students were involved in repeat violations after completing the skills-building group. Another measure of the program's effectiveness is the recruitment of past participants to become part of the peer facilitation team. Currently 90 percent of the peer team were referred into the system, completed their obligation, and then made enough change in their behavior that they were able to sign a professional ethics contract limiting their alcohol intake to no more than three drinks per occasion and to zero if they are underage. Like all peer facilitators, they receive extensive on-going training and supervision.

Washington State University

PULLMAN, WASHINGTON

Project Culture Change–Greek System

Project Directors: John A. Miller, M.S., M.Ed. and Jeanne M. Far, Ph.D.

Washington State University (WSU) has implemented Project Culture Change—Greek System, a program using small-group, norms-challenging interventions. Developed in 1988, piloted in 1991, and implemented and researched in 1995-1996 and 1998-2000, the university's model is designed to reduce alcohol abuse in selected high-consuming populations. The project aims to correct misperceptions of student alcohol use among students living in fraternities and sororities through 45-minute small-group interventions led by trained chapter presidents. The student leader presents previously collected campus-wide and group-specific data about student alcohol use and attitudes, elicits discussion regarding typical behavior, and responds to questions. Survey data gathered before and after the presentations indicate significant decreases in quantity of drinks per occasion and increases in accurate perceptions of student drinking attitudes and behaviors among students belonging to fraternities and sororities and among WSU students as a whole. At WSU, the number of students having five or more drinks per occasion has decreased from 58.7 percent in 1991 to 34.8 percent in 1999. Moderate drinking increased from 29.7 percent in 1991 to 48.5 percent in 1999. Students choosing to abstain from alcohol use increased from 11.6 percent in 1991 to 17.4 percent in 1995 (and stayed constant in 1999).

Western Washington University

BELLINGHAM, WASHINGTON

"WE CAN Works": A Model, Multi-tiered, Social-Norms Project

Project Director: Patricia M. Fabiano, Ph.D.

Western Washington State's "WE CAN Works" is a prevention initiative that utilizes three different strategies to alter social norms on campus and in the surrounding community. First, this program developed, market tested, implemented, and evaluated a mass-media campaign involving media such as campus newspaper advertisements, posters, bulletin board displays, and radio. In 1998, one year after implementation of the mass media campaign, students reported a 20 percent decrease in high-risk consumption. Second, the project works with heavy alcohol users who have violated campus policy, giving them information comparing their own quantity of alcohol consumption, consequences of consumption, and perceptions of consumption with that of other students on campus. Of the students sanctioned into this Social-Norms Risk Reduction program between 1997 and 1999, 62 percent reported reducing their typical number of drinks by one or two drinks per occasion. Third, the project gave key campus and community opinion leaders a more accurate and positive perception of student contributions and behavior. As coalition members' opinions and focus shifted, they were better able to see students as part of the solution rather than simply as part of the problem.

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